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ABSTRACT

A product of the Project on Vocational Education Models for Linking Agencies Serving the Handicapped, this status report consists of group consenses and individual response worksheets pertaining to the status of linkages among agencies serving handicapped vocational students. (The above-mentioned project is designed to help the states meet the needs of students at the secondary, postsecondary, and adult levels by examining those components of interagency linkages that are necessary to ensure accessibility and delivery of supportive services to handicapped people in vocational education.) Discussed in an overview of the project are its goals and major activities and accomplishments (state participation, advisory committee input, model state selection, and the model plan goal). In a summary of the group consensus at project-sponsored state team meetings, various factors affecting and effecting linkages are covered, including administrative structure, staff positions, coordination concerns, advocacy and advisory groups, internal political issues, and legislative committees. Individual team member responses to worksheets concerning agency linkages are also summarized. (A related description of agencies and organizations and a handbook on developing effective linking strategies are available separately--see note.) (MN)

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Vocational Education Models for Linking Agencies Serving the Handicapped

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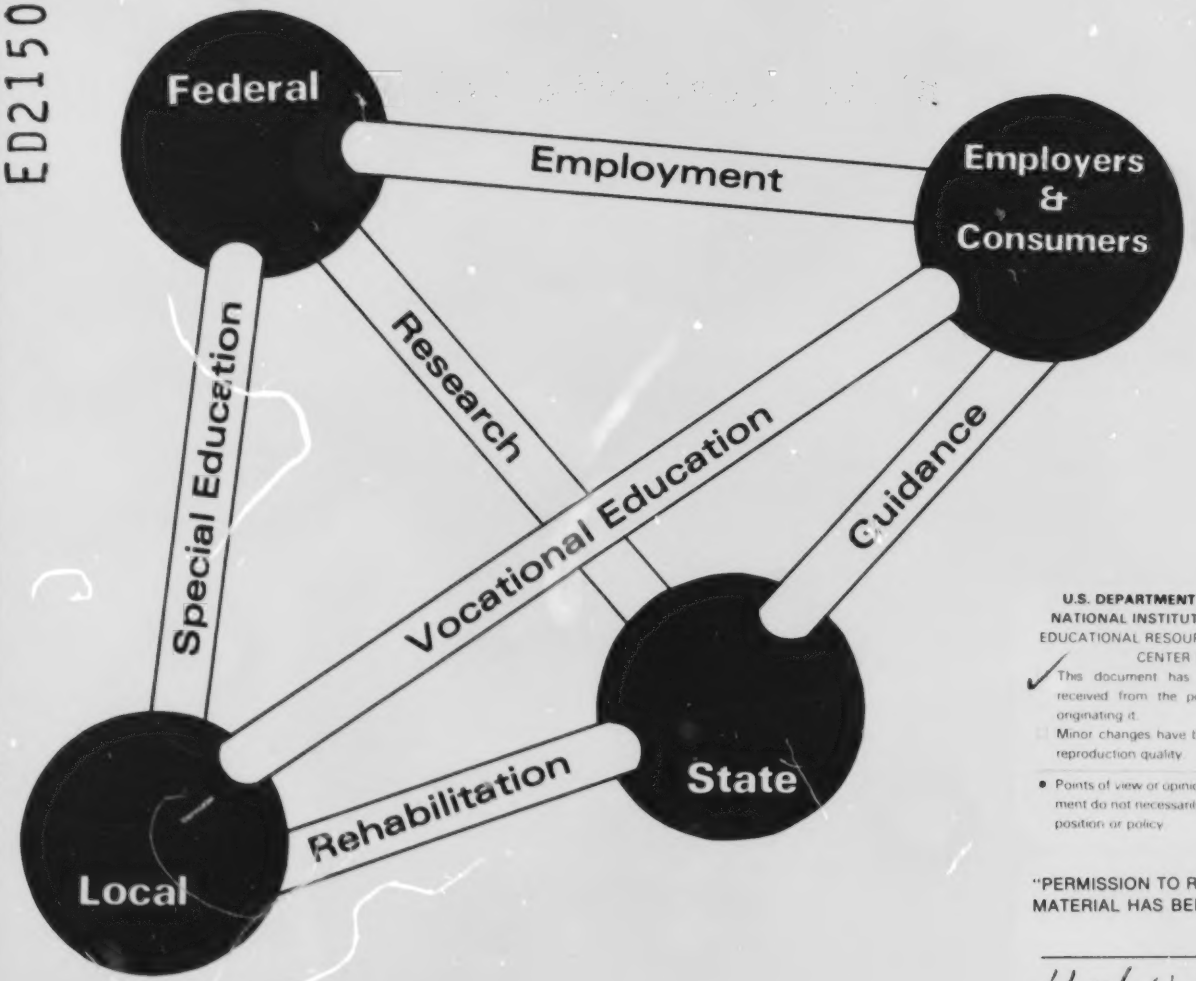

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Status Report of Interagency Linkages at the State Level

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WISCONSIN VOCATIONAL STUDIES CENTER 2 UNIVERSITY OF WISCONSIN-MADISON

Status Report of Interagency Linkages at the State Level

Contract Number 300790671
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Vocational Education Models for Linking Agencies Serving the Handicapped

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U.S. Department of Education
Office of Vocational and Adult Education

TABLE OF CONTENTS

Chapter One - Overview 1

Chapter Two - Summary of Group Consensus Worksheets 7

Chapter Three - Summary of Individual Response Worksheets . . . 23

APPENDICES

Appendix A - Worksheet Packet Used During State Team Meetings 41

Appendix B - Members of the Project Advisory Committee 61

Appendix C - Summary of Project Advisory Committee's Comments from Meeting Held April 24-25, 1980 . . . 67

CHAPTER ONE - OVERVIEW

INTRODUCTION

The project on Vocational Education Models for Linking Agencies Serving the Handicapped is designed to assist the States to meet the vocational needs of students at the secondary, postsecondary and adult levels. The project is concerned with the components of interagency linkages which are necessary to ensure accessibility and delivery of supportive services to handicapped people in vocational education.

Effective cooperation between and among agencies at the state level is somewhat difficult without federal cooperation. As a result of ongoing collaborative activities between the U.S. Office of Education and the Rehabilitation Services Administration, a joint meeting of state directors of special education and vocational rehabilitation was held in late 1977. Based on the recommendations of this group, the Rehabilitation Services Administration and the U.S. Office of Education began to take a strong and active role in cooperative programming efforts. The Bureau of Occupational and Adult Education began an active leadership role in cooperation with the Bureau for the Education of the Handicapped. An OE/RSA Interagency Task Force was formed which included agency personnel and representatives from the National Association of State Directors of Vocational Education, National Association of State Directors of Special Education, and Council for State Administrators of Vocational Rehabilitation. As a result, the Commissioner of Education published the following notice in the Federal Register on Monday, September 25, 1978 (Volume 43, Number 186):

> An appropriate comprehensive vocational education will be available and accessible to every handicapped person.

A joint memorandum of information and understanding on interagency linking was sent out on November 21, 1978 under the signatures of the Commissioners of Education and Rehabilitation Services Administration. This was followed by a national workshop (February 1-2, 1979) addressing the need for a process model for establishing cooperative agreements to serve secondary school students.

The project on Vocational Education Models for Linking Agencies Serving the Handicapped is one of the next steps in the continuing development of interagency linkages. An additional aspect of this project is the inclusion of counseling and guidance, which is crucial at the local level for meeting the needs of handicapped students. Five major charges describe the purpose of this project:

1. To identify and describe federal programs, their relationships, and their responsibilities to the states for serving handicapped individuals
2. To report on the present status of state-level agencies, interagency linkages and agreements, and their responsibilities for serving handicapped people
3. To develop models for establishing cooperative agreements in at least three states
4. To provide technical assistance to three states in implementing such models
5. To develop and disseminate a resource manual and a handbook to appropriate state-level personnel.

Project staff have made considerable progress toward identifying the present status of linkages in the states. A review of project activites for the preceeding nine months follows.

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

At the beginning of the project five ex-officio consultants were selected by their respective Bureaus to work with project staff on identifying linkages at the federal level and to assist the project as needed. These consultants represented the following agencies: Bureau of Occupational and Adult Education, National Institute of Education, Rehabilitation Services Administration, Bureau of Education of the Handicapped and the Guidance and Counseling Branch of the Bureau of Elementary and Secondary Education. Organizational representatives were also provided by the Council of State Administrators of Vocational Rehabilitation, National Association of State Directors of Special Education, American Personnel and Guidance Association and the National Association of State Directors of Vocational Education.

One of the first tasks of the project staff was to make site visits to several federal agencies to identify formal and informal linkages which exist at that level. The individuals mentioned above helped in arranging interviews to collect this information. As a result of the site visits, a Resource Manual was developed in draft form for evaluation, and is currently being finalized.

State Participation

Each state, territory, and the District of Columbia was invited to participate in the project by conducting an interagency team meeting. The person representing vocational special needs in each state was asked to chair the meeting. Other agencies which were to participate included special education, counseling and guidance and rehabilitation. This group of four team members (and others which states chose to include) met to complete a Linkage Worksheet Packet and to evaluate the draft of the Resource Manual. Thirty-five groups participated by holding local meetings. These Teams also provided project staff with materials and publications related to their interagency linkage activities. Copies of the worksheets which were used to collect information on existing state interagency linkages can be found in Appendix A. Chapters II and III summarize the information which was provided by the Teams.

Advisory Committee Input

The project Advisory Committee includes five ex-officio members representing the federal bureaus participating in the development of the project contract. Representatives from the national organizations mentioned above are members of the Committee, as are seventeen other persons from disciplines affected by linkages. A list of Advisory Committee members can be found in Appendix B.

This Committee represents a wealth of experience and expertise related to cooperative agreements. An Advisory Committee meeting was held in April, 1980 to tap this expertise. Members were asked for their input on issues related to federal, state and local linkages. They were also asked for feedback on the Resource Manual draft. Finally, they

reviewed the Technical Assistance Interest Checklists submitted by the three Model States. A summary of the Advisory Committee members' comments can be found in Appendix C.

Model State Selection

The project contract calls for the selection of at least three states to serve as models in developing linkage systems. Each Model State is to be responsible for designing a plan to enhance cooperation among agencies. Project staff are to provide technical assistance over a nine month period to implement the states' plans.

A description of the Model State component of the project was included as part of the worksheet packet used during the Team meetings. Teams were encouraged to complete the Technical Assistance Interest Checklist if they wished to participate as a Model State.

With the approval of the project officer, three states were selected to serve as Model States in the project. These states are Maryland, New Jersey and Virginia. The team leader of each of the three states is listed below:

Ruth Brown
Specialist in Programs and Services
for Special Needs Students
Maryland State Department of Education
Division of Vocational-Technical Education
200 W. Baltimore Street
Baltimore, MD 21201

John Wanat
Director, Bureau of Special Programs
New Jersey State Department of Vocational Education
225 W. State Street
Trenton, NJ 08625

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Supervisor
Disadvantaged and Handicapped Projects
State Department of Education
P.O. Box 6Q
Richmond, VA 23216

Model Plan Goal

The ultimate goal of the Model State's plans is to meet the vocational education needs of handicapped students. The linking of agencies is not the project's main objective; it is only one of the means recommended to help state agencies reach the ultimate goal without duplication of services.

CHAPTER TWO - SUMMARY OF GROUP CONSENSUS WORKSHEETS

INTRODUCTION

During the state team meetings mentioned in Chapter One, participants were asked to respond to five worksheets. Worksheets I and V were designed for individual reactions; Worksheets II, III and IV for group consensus. Those Teams interested in participating further with the project as Model States were asked to complete an additional worksheet, the "Technical Assistance Interest Checklist".

Project staff mailed packets to be used during the Team meetings to 50 states, 6 territories and to the District of Columbia. The packets contained detailed instructions, copies of the five worksheets and the checklist. A list of materials which the states could send to the staff as resources on current linkage agremenets was also included. Thirty-five of the 57 Teams returned worksheets and/or linkage agreement materials. Thirty-four states completed one or more of the five worksheets, with 23 Teams completing all of the worksheets contained in the packet.

Where possible, project staff used all the worksheets returned by the 34 Teams. A few worksheets could not be used because they were only partially completed. One Team attached a note explaining that their failure to complete a particular worksheet was due to an inability to reach a group consensus. Other Teams noted that, having recently initiated linkage agreements, they were not yet able to draw conclusions on the impact these agreements would have in their states.

This chapter focuses on those responses which were gained through group collaboration, discussion and consensus. In order to obtain a sense of the overall status of linkage activities throughout the nation, project staff have compiled the responses on the group consensus worksheets and have summarized their content below.

WORKSHEET II

On Worksheet II, Team members were asked to rank eight factors. By assigning the number one (1) to the factor most affected through eight (8) to the factor least affected, Teams indicated the relative impact they felt each factor has on the success of linkage efforts. Twenty-nine Teams returned usable copies of their consensus on Worksheet II.

As indicated on Chart A, the ranks given each factor by each Team were added together. These sums were then ordered from smallest to largest to show rank order reflecting the judgments of all of the participating Teams. The summed rank order is as follows:

1) Mutual needs
2) Similar goals
3) Service populations
4) Mandates
5) Complimentary resources
6) Fiscal conservation
7) Service accountability
8) Locality

The Friedman test was used to determine the reliability of the ranking, and a significance level was established at $\alpha = .05$. The overall Friedman test statistic of 16.01 was significant, p .05. Friedman post-hoc confidence intervals were significant (p .05) for ranks 1 and 7; 1 and 8; 8 and 2; 8 and 3; 8 and 4; and 8 and 5.*

It is interesting to note that "Mutual Needs" was ranked as the most important factor overall. This may indicate a growing recognition of the value of linkage agreements in contending with such issues as budget constraints, increased client loads, and new rules and regulations.

There seemed to be the strongest agreement among State Teams that "Locality" is the least important factor in providing impetus for linkages. The Friedman post-hoc tests results show a significant difference between the ranks of items 1 through 5, and locality, item 8. Thus mutual needs, similar goals, service populations, mandates, and complimentary resources

*Note: Thanks are extended to Jill K. Berry for her assistance in the statistical analysis of Worksheets II and IV.

CHART A

SUMMARY OF WORKSHEET II

STATE TEAMS' RANKS FOR FACTORS HAVING
IMPACT ON LINKAGE EFFORTS

State Team	Ranks of Factors Having Impact on Linkage Efforts							
	Complimentary Resources	Fiscal Conservation	Locality	Mandates	Mutual Needs	Service Accountability	Service Populations	Similar Goals
A	5	7	8	1	2	6	3	4
B	5	7	8	1	2.5	4	6	2.5
C	3	7	6	5	1	8	4	2
D	7	5	8	3	4	2	1	6
E	2	3	6	5	7	8	1	4
F	4	5	8	1	3	7	6	2
G	5	6	7	1	4	8	2	3
H	3	5	8	2	1	7	4	6
I	7	8	6	1	2	3	4	5
J	1	4	7	8	3	6	5	2
K	4	7	8	3	1	6	3	2
L	1	2	8	3	4	6	5	7
M	5.5	5.5	8	3	2	6	1	4
N	7	6	8	1	2	3.5	5	3.5
O	3	4	7	8	1	5	6	2
P	7	8	2	1	5	3	4	6
Q	4	5	3	8	1	6	7	2
R	5	6	8	1	3	7	2	4
S	4	2	8	1	5	7	3	6
T	4	6	8	7	5	3	1	2
U	7	4	8	2	1	6	5	3
V	2	1	8	6	3	4	5	7
W	7.5	6	7.5	3.5	3.5	3.5	3.5	1
X	4	5	7	8	1	6	3	2
Y	4	6	5	7	1	8	2	3
Z	7	3	8	1	6	5	4	2
AA	7	4	8	6	2	5	3	1
BB	3	4	7	8	1	5	6	2
CC	3	2	8	5	1	7	4	6
TOTAL:	131.0	143.5	206.5	110.5	78.0	161.0	108.5	102.0
SUMMED RANK:	5	6	8	4	1	7	3	2

were all seen as relatively more essential factors in establishing cooperative agreements.

When reviewing these results, two explanations can be suggested. First, locality may not be considered critical when developing linkages since such concerns as the needs of clients and identification of appropriate services seem more pressing. However, research has shown (Tarrier, 1978; Baumheimer, 1976) that location is indeed an important factor in establishing and maintaining formal and informal linkages. This could indicate that locality may deserve greater emphasis by state leaders when developing programs on the local level.

Another interesting aspect of the results is the final rank of "Mandates". Twelve Teams chose mandates as their first or second ranked factor. Seven Teams selected "Mandates" as their seventh or eighth factor. This seemed to indicate a definite difference of opinion among the State Teams as to the impact that mandates have on implementing linkages.

Worksheet II allowed State Teams to specify an additional item if they wished. These items were not included in the summed ranking described above, and therefore are listed below:

- Desire to do something on the part of people
- Interagency development of delivery system of services of vocational education programs for handicapped
- Leadership and commitment
- High-level administrative support
- Personalities
- Fiscal
- Commitment
- Incentive funding

WORKSHEET III

Worksheet III asked open-ended questions about issues affecting linkage. The State Teams were asked to discuss these questions and arrive at a general consensus. Such concerns as what administrative structure best facilitates linkage, the merits of informal and formal agreements,

and the role of advocacy groups in the linkage process were raised. Project staff reviewed the responses made by the states and have developed summary statements. Below are listed these summarized responses by topic areas.

Administrative Structure

The State Teams' responses indicated that the administrative structure which best facilitates linkage is one in which the cooperating agencies meet together as equals. The Linkage organization should be open and flexible, have autonomy to make decisions, and meet in a convenient location.

Staff Positions

The states were questioned as to what staff positions in each agency were most critical for successful linkages. The responses to this question by the State Teams were divided. Several Teams believe that the participation of decision-makers who can commit resources is most critical. Other Teams commented that the direct service providers who would be implementing the linkage agreement are most essential.

Formal and Informal Linkages

The Teams responded to the question of the relative merits of formal and informal linkage agreements by generally stating that formal agreements are important in spelling out responsibilities of each agency, in establishing guidelines, and in ensuring greater continuity. All of these factors assist in implementing and evaluating the linkage agreement as well as setting additional policies and procedures. The Teams believe that informal agreements allow more flexibility for implementing linkage activities.

Coordination Concerns Between Agencies

In responding to the question about the effects of prior coordination attempts between programs, the Teams generally indicated that past

experiences which were positive could establish a good feeling about linkage efforts and build rapport for future cooperative agreements. The Teams responded that negative or ineffective linkage agreements usually hinder these efforts. Another issue mentioned by the Teams is the difficulty in implementing linkages when there are changes in administration.

Advocacy and/or Advisory Groups

The Teams responded with two differing approaches to the question about how advocacy and/or advisory groups can best be utilized. Some Teams believe the groups' main role is in developing linkages; other Teams think the organizations' most valuable roles are in implementing linkage agreements. The Teams agreed that advocacy and advisory groups are an important element in the linkage process. They can contribute information on consumer needs, act as a check to insure agreements are fulfilled, establish a good public image for cooperation, and lobby for further resources.

The Teams did, however, caution that advocacy and/or advisory groups may not be fully aware of laws and limitations on agencies. They may need education in these areas in order to more fully understand the role of each agency in the cooperative linkage agreement.

Internal "Political" Issues

When the states responded to the question of what internal political issues are affected by linkage efforts, they mentioned the following concerns most frequently:

a) Turfmanship
b) Autonomy of agencies
c) Mandates (State - Federal)
d) Elitism
e) Control of program

Other areas which were raised include work overloads on existing staff, confused loyalties, competition for funding, attitudes among agencies

cooperating, and clarity of job descriptions as duplication of effort is reduced through agreements.

Role of Legislative Committees

Overall the states did not see that approval by a legislative committee is essential to carrying out linkages. It would be necessary only if the linkage agreement required changes in existing legislation, or if the agreement called for joint funding or creation of a new position. If these matters did arise, the agency heads involved would handle such matters through appropriate board or agency channels.

Advantages to Consumers from Linkage Activities

Generally the Teams listed the following advantages for handicapped vocational education students which result from linkage activities:

a) Improved delivery of services

b) Coordination of services at the local education agency level resulting in more appropriate training, counseling, and improvement in job placement

c) Broader input to students' IEPs

d) Better cooperation among agencies to expand consumer opportunities.

Advantages to Direct Service Staff

Linkage agreements result in advantages for direct service staff, in the opinion of the Teams. These advantages are listed below:

a) Better transition of students into other agencies

b) Greater awareness of other agencies' roles, commitments, problems and solutions

c) Less duplication of effort

d) More specific job responsibilities

e) More efficient use of funds

f) Enhanced staff awareness concerning linkages

g) Improved relationships among agencies.

Advantages to Administrative Staff

The Teams frequently mentioned the following advantages for administrators resulting from linkage activities:

a) Better communication among agencies

b) Less need for turf protection

c) Enhanced awareness of handicapped learners and of the resources available

d) Increased ability to meet State plan requirements

e) Greater awareness of policies, guidelines, and constraints of other agencies.

WORKSHEET IV

Worksheet IV dealt with several specific facets of vocational education for handicapped persons. Based on their general experiences with linkage activities in their state, Team members were asked to estimate whether linkages had a lesser or a greater effect on these facets. Their task was to assign a numerical rating between 1 and 5 to each item. A low number would denote a lesser degree of change effected by linkage activities, while a 4 or 5 would indicate a greater degree of change.

The outcomes of all the Team ratings can be seen on Chart B. It is interesting to note that 57.9% of the responses fell in rating levels 4 and 5, while only 12.7% of all responses fell into rating levels 1 and 2. A test was done to determine whether responses on each item were randomly distributed. Chi square analysis at the $\alpha = .01$ level was performed, suggesting that the items were not marked on a random basis. Together these facts seem to indicate that the participants saw linkage efforts as having a greater effect on these facets of vocational education for handicapped persons.

Chart B shows the numbers of Teams who selected each degree of effect for each facet. The number in each cell of the chart was multiplied by the degree of effect. A weighted score was obtained by adding the multiples from each cell.

CHART B

SUMMARY OF WORKSHEET IV

STATE TEAMS' JUDGMENTS OF THE DEGREE
TO WHICH LINKAGE AGREEMENTS AFFECT
VARIOUS FACETS OF VOCATIONAL
EDUCATION OF HANDICAPPED PERSONS

Facets of Vocational Education of Handicapped Persons	Degree of Effect (Lesser Degree) 1	2	3	4	(Greater Degree) 5	Weighted Score	Rank
a. Cost Effectiveness (benefits of cooperatio.. outweigh costs of parti-cipating)	1	2	7	14	3	97	5.5
b. Domain Consensus	2	3	4	13	6	102	1
c. Recruitment		6	4	12	1	77	20
d. Admission		10	12	1		60	21
e. Least Restrictive Environment/ Mainstreaming		3	9	13	1	90	13
f. Vocational Assessment		4	6	15	2	96	7
g. Vocational Counseling	1	3	7	13	3	95	8
h. Vocational Training	1	1	4	20	1	100	2
i. Job Placement	2	1	5	18		91	12
j. Followup	3	2	10	10	1	84	18
k. Program Evaluation		4	11	10	1	86	17
l. Monitoring		1	10	14	1	93	9.5
m. Prevocational Programming		4	8	14		88	15
n. Vocational Programming		1	7	16	2	97	5.5
o. Work Sampling		5	11	7	2	81	19
p. On-the-job Training	1	2	10	12	1	88	15
q. Curriculum Modification and Development	1	2	7	14	2	92	11
r. Remedial and Support Services		2	5	16	3	98	4
s. Adapting Equipment and Providing Special Aids	2	1	6	14	3	93	9.5
t. Facility Accessibility		3	12	9	2	88	15
u. Communication with Community		1	8	12	5	99	3
TOTAL:	14	52	161	278	41		
Per Cent of Total	2.6%	9.5%	29.5%	50.9%	7.5%		

The facets were ranked according to their weighted scores. The list of the Teams' accumulative judgments about the degree to which each facet is affected by linkages can be seen below. Facets are listed from most to least affected:

1) Domain Concensus
2) Vocational Training
3) Communication with Community
4) Remedial and Support Services
5.5) Cost Effectiveness
5.5) Vocational Programming
7) Vocational Assessment
8) Vocational Counseling
9.5) Monitoring
9.5) Adapting Equipment and Providing Special Aids
11) Curriculum Modification and Development
12) Job Placement
13) Least Restrictive Environment/Mainstreaming
15) Prevocational Programming
15) On-the-job Training
15) Facility Accessibility
17) Program Evaluation
18) Follow-up
19) Work Sampling
20) Recruitment
21) Admission

It is important to keep in mind that the Team members were asked to estimate the overall degree to which each facet was affected by linkages. Each facet was judged independently, not ranked relative to other facets. The authors have chosen to provide a weighted score for each, and list the facets according to these scores to illustrate what seemed to be some anomalous results.

It seems somewhat surprising that follow-up, recruitment, and admission were judged to be affected less by linkage agreements. It might be anticipated that these facets would be judged to be affected by linkage activities to a greater degree than the results suggest. On the other hand, the greater degree of change estimated in domain concensus and

communication with community is understandable in light of their importance in establishing and maintaining linkage agreements.

It could be inferred by the compiled responses from this worksheet that the Team members generally held a positive attitude toward linkages. The consensus of the Teams was that linkages had a greater rather than a lesser effect, overall, on vocational education for handicapped students.

TECHNICAL ASSISTANCE INTEREST CHECKLIST

Those Teams who were interested in becoming Model States were asked to complete a further survey instrument, the "Technical Assistance Interest Checklist". Copies of these checklists, along with other materials submitted by the states, were reviewed by the Project Advisory Committee during a two-day meeting. The Advisory Committee members were asked to analyze the materials submitted by the Model States. Their task was to identify strengths and areas of concern regarding each state's linkage process. Given the limits of the information which could be gained from the analysis, both project staff and advisory members realized that the comments made after studying the materials could only serve as a starting point. It is interesting to note the variety of factors which the committee identified as having a positive effect on cooperation. A list of these identified strengths serves as an example of the variety of elements which can enhance linkage efforts. The lists of strengths for each Model State were combined, and the factors identified are listed below.

a) Interagency linkages are supported at the level of the Governor's office.

b) Articulation between secondary and post-secondary vocational education programs is implemented.

c) Staff at all levels are informed of interagency linkages through written reports and inservices.

d) The IEP and IWRP are developed with representation from more than one agency.

e) The IEP specifies vocational education and support services the individual is to receive.

f) All four agencies - vocational education, special education, counseling and guidance, and rehabilitation - support the linkage concept.

g) A task force on interagency linkages meets regularly.

h) Various levels of personnel are involved in the linkage process.

i) Linkage goals, objectives, and activities have been established.

j) An annual needs assessment is conducted.

k) Coordinated inservice is provided.

l) Team members are actively working on cooperative funding and on overcoming duplication of effort.

m) A task force on curriculum development is in operation.

In addition to identifying strengths, the Advisory Committee raised specific questions about each Model State. These questions reflected factors which might interfere with continuing linkage efforts, and thus may also be pertinent in other states. The project staff compiled the questions raised by the Committee, and summarized them below.

State Linkage Organization

a) Is there a need for a state-level task force or advisory committee on interagency linkages?

b) What is the purpose of the task force?
   - Who is on the committee?
   - How frequently does it meet?
   - Is a formal agreement in operation?
   - What are its broad goals and specific objectives?

c) What is the interaction between the state and local levels concerning local linkage developments?

d) How are needs assessment procedures managed?

e) How are linkage agreements monitored?

f) What is the Department of Labor and Commission of Corrections' commitment to the state linkage process?

g) Are there effective means to evaluate cost/benefit aspects of the linkage system?

h) What is being done to learn more about funding information, especially incompatibility of criteria among various agencies?

i) What percentage of funds are spent in vocational education for handicapped, other than set-aside monies?

j) Are allocations monitored to see if funds were used for intended purposes?

k) Would changes in certification requirements for professionals in vocational or special education enhance the training of handicapped students?

State and Local Level Linkages

a) How are services evaluated to eliminate duplication?

b) Have rehabilitation case closure policies been evaluated regarding their effect on special education and vocational education?

c) How is articulation between secondary and post-secondary levels managed?

d) Are vocational evaluation practices, procedures and qualifying criteria coordinated among major agenices?

e) Have coordinated intake procedures among agencies been developed? Are evaluation procedures coordinated?

Local Linkages

a) Who is responsible for the delivery of services to students/clients, and how is the service delivery system evaluated?

b) Has a student/client tracking system which solves confidentiality problems and uses existing data been developed?

c) Has a procedure for accounting for every person who leaves vocational special education been developed?

d) Are criteria for placing handicapped students in non-mainstream vocational programs coordinated? Is the process for moving students to the least restrictive environment coordinated?

e) Are all appropriate agencies involved in developing IEP and IWRP plans?

Civil Rights

a) Have vocational education, special education, and rehabilitation application guidelines for funds been reviewed to see if they are restrictive of handicapped persons (Title VI, Title IX, Section 504)?

b) Do linkage policies and practices aid in compliance with Office of Civil Rights guidelines?

c) How does each agency carry out civil rights provisions of Title VI, Title IX, and Section 504 in providing vocational education and supportive services?

Communication and Training

a) If there are certification requirements for professionals working with handicapped students in vocational education, can inservice training help teachers meet such requirements?

b) Are universities involved in the linkage process by assisting in inservice training?

c) How are staff members informed of policies, procedures, and services of other agencies?

d) Is a communication network with local practitioners, parents, and others in place?

It is believed that the answers to these questions may provide a useful overview of the status of current linkages in states throughout the nation. In addition, they will serve as the basis for planning technical assistance for the Model States.

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CHAPTER THREE - SUMMARY OF INDIVIDUAL RESPONSE WORKSHEETS

The previous chapter summarized the consensus of each Team in responding to Worksheets II, III, and IV, and to the Technical Assistance Interest Checklist. In contrast, this chapter deals with the individual team members' responses to Worksheets I and V.

Ninety-four usable copies of each of these worksheets were returned and analyzed by project staff members. Given the open-ended nature of the questions, it was decided that a descriptive rather than a statistical approach be used to report on the information submitted. Thus, for Worksheet I, sample copies are included. Summaries of the team members' comments on Worksheet V are presented in the second half of this chapter.

WORKSHEET I

Each team member was asked to respond to Worksheet I by identifying a linkage agreement that has been established in his or her state, territory or district. Participants were asked to describe specifics of the agreements as they related to the topics on the worksheet.

Project staff received descriptions of a broad range of existing agreements, each designed to meet specific needs and objectives. Though many valuable agreements were returned, limited space dictated that only a few could be chosen as examples. Criteria were identified by project staff for selecting sample agreements. The six agreements selected for this chapter were chosen for their organizational level (i.e. state, regional, or local), geographic distribution, and the combination of agencies participating. The sample worksheets can be seen on pages 24 - 35.

WVSC
UW-Madison
1-1-80

WORKSHEET I - LINKAGE OVERVIEW

Name_____ State_____

Agency *State Board of Vocational Education* Position *Supervisor, Vocational Guidance*

Since cooperation can take many forms, it is necessary to obtain an overview of linkage agreements. The objective of Worksheet I is to identify the specific types of linkages that have been established in your State.

This worksheet is to be done by each team member individually. Please think of one linkage agreement with which you are familiar, and respond to the questions. If you wish, you may use additional worksheets to describe other linkage efforts.

Name of Linkage Activity Reported: *Counseling Special Needs Students*
Participating Agencies: *Counseling and Special Needs*
Date Initiated? *September 1979* Level: Regional____ State____ Local *X*
Ongoing? *yes* If not, when completed? _____

WHAT SPECIFIC TYPES OF LINKAGE WERE ESTABLISHED IN THIS AGREEMENT?

AREAS OF LINKAGE	EXAMPLES	SPECIFICS OF THIS AGREEMENT
1. Fiscal	Cooperative Budgeting	*Utilizing counseling set-aside dollars from Subpart 3 and vocational special needs set-aside dollars to provide funds for personnel in the program.*
2. Personnel	Cooperative Inservice Training Established Liaison Staff	*The personnel in the program receive technical assistance from the state supervisor of guidance and the state supervisor of special needs.*
3. Administrative	Interlocking Directives Formal Cooperative Agreement Uniform Policies	*The project is administered jointly through the guidance office and the special needs office. Specific objectives have been established for the personnel in the program.*

AREAS OF LINKAGE	EXAMPLES	SPECIFICS OF THIS AGREEMENT
4. Planning/Programmatic	Coordinated Outreach Unified Tracking System Joint IEP/IWRP Development	*The objectives were developed by the supervisors in conjunction with the personnel.*
5. Communication	Joint Media Use Policies Referral Procedures	*The special needs project which includes the counselor as a part of it utilizes the media and referrals come from the directors.*
6. Monitoring	Evaluation of Linkage Agreements	*The program is monitored by the supervisor of guidance and supervisor of special needs.*
7. Evaluation	Evaluation of Linkage Procedures	*The program is evaluated by the supervisor of special needs and the supervisor of guidance.*
8. Other		

WORKSHEET I - LINKAGE OVERVIEW

Name _____ State _____

Agency *Department of Rehabilitative Services* Position *Program Coordination*

Since cooperation can take many forms, it is necessary to obtain an overview of linkage agreements. The objective of Worksheet I is to identify the specific types of linkages that have been established in your State.

This worksheet is to be done by each team member individually. Please think of one linkage agreement with which you are familiar, and respond to the questions. If you wish, you may use additional worksheets to describe other linkage efforts.

Name of Linkage Activity Reported: *Agreement between Dept. of Rehabilitation Services & Public Schools*
Participating Agencies: _____
Date Initiated? *7-1-79* Level: Regional ____ State ____ Local *X*
Ongoing? *since 1968* If not, when completed? *started in 1968 but modified every year*

WHAT SPECIFIC TYPES OF LINKAGE WERE ESTABLISHED IN THIS AGREEMENT?

AREAS OF LINKAGE	EXAMPLES	SPECIFICS OF THIS AGREEMENT
1. Fiscal	Cooperative Budgeting	*Joint staff paid by respective agency. School donates space, utilities and phone to rehabilitation at no cost.*
2. Personnel	Cooperative Inservice Training Established Liaison Staff	*Staff is assigned by both agencies to work as a unit to serve handicapped kid in school.*
3. Administrative	Interlocking Directives Formal Cooperative Agreement Uniform Policies	*Formal agreement. First line supervision by DRS with support and guidance from Director of Vocational Education.*

WORKSHEET I - LINKAGE OVERVIEW

WVSC
UW-Madison
1-1-80

AREAS OF LINKAGE	EXAMPLES	SPECIFICS OF THIS AGREEMENT
4. Planning/Programmatic	Coordinated Outreach Unified Tracking System Joint IEP/IWRP Development	*Joint training with all schools and administration and sharing of diagnostic and evaluation information. Joint decision on training.*
5. Communication	Joint Media Use Policies Referral Procedures	*Joint TV and radio shows at time. Client stories in newspaper and agency memo.*
6. Monitoring	Evaluation of Linkage Agreements	*A representative from each agency does a mid year evaluation of progress of activities.*
7. Evaluation	Evaluation of Linkage Procedures	*Yearly evaluation of agreement by objectives listed.*
8. Other		

WORKSHEET I - LINKAGE OVERVIEW

Name_____ State_____

Agency *Vocational Rehabilitation* Position *Director*

Since cooperation can take many forms, it is necessary to obtain an overview of linkage agreements. The objective of Worksheet I is to identify the specific types of linkages that have been established in your State.

This worksheet is to be done by each team member individually. Please think of one linkage agreement with which you are familiar, and respond to the questions. If you wish, you may use additional worksheets to describe other linkage efforts.

Name of Linkage Activity Reported: *School Board - Vocational Rehabilitation Center*
Participating Agencies: *School Board - Vocational Rehabilitation*
Date Initiated? *1960* Level: Regional____ State____ Local *X*
Ongoing? *yes* . If not, when completed? _____

WHAT SPECIFIC TYPES OF LINKAGE WERE ESTABLISHED IN THIS AGREEMENT?

AREAS OF LINKAGE	EXAMPLES	SPECIFICS OF THIS AGREEMENT
1. Fiscal	Cooperative Budgeting	*Individual budgeting costs by each person*
	Equipment purchase *Supplies* *Building and Grounds*	*Provided by Vocational Rehabiliation* *Provided by Vocational Rehabilitation* *Provided by School Board*
2. Personnel	Cooperative Inservice Training	*Carried out by Vocational Rehabilitation staff including School Board staff as a mandated regular activity.*
	Established Liaison Staff	*Agreements prepared cooperatively by agencies, i.e. Special Education Director and Program Specialists of Vocational Rehabilitation approved by Director.*
3. Administrative	Interlocking Directives	*Staff and faculty governed by same rules, regarding hours, etc. Cooperative agreement provides for management by Vocational Rehabilitation Facility Manager with daily activities planned by Manager.*
	Formal Cooperative Agreement	
	Uniform Policies	

WORKSHEET I - LINKAGE OVERVIEW

WVSC
UW-Madison
1-1-80

AREAS OF LINKAGE	EXAMPLES	SPECIFICS OF THIS AGREEMENT
4. Planning/Programmatic	Coordinated Outreach Unified Tracking System Joint IEP/IWRP Development	*School board refers clientele; staffing committee accepts with attendance, grading reported by school board staff. Rehabilitation counselor prepares IWRP considering programs offered, IEP with Special Education person preparing this document in cooperation with the rehabilitation staff.*
5. Communication	Joint Media Use Policies Referral Procedures	*Under control of Facility Manager - in cooperative fashion.* *Referrals accepted by counselor from facility, school, or others, and rehabilitation case work prepared and follow-ups done by rehabilitation.*
6. Monitoring	Evaluation of Linkage Agreements	*Monitored by both agencies for success of program - changes made as need arises. Consideration of all portions involved valued in reorganization or changes.*
7. Evaluation	Evaluation of Linkage Procedures	*Review of products of facilities i.e.: able to pursue other training, ability to get jobs etc.*
8. Other		

WVSC
UW-Madison
1-1-80

WORKSHEET I - LINKAGE OVERVIEW

Name_____ State_____

Agency *Education* Position *Coordinator, Student Support Services*

Since cooperation can take many forms, it is necessary to obtain an overview of linkage agreements. The objective of Worksheet I is to identify the specific types of linkages that have been established in your State.

This worksheet is to be done by each team member individually. Please think of one linkage agreement with which you are familiar, and respond to the questions. If you wish, you may use additional worksheets to describe other linkage efforts.

Name of Linkage Activity Reported: *Career Counseling Institute for Severely Disabled Students*
Participating Agencies: *Voc. Rehabilitation, Voc. Education, Special Education, Student Support Services*
Date Initiated? *January 1976* Level: Regional____ State *X* Local____
Ongoing? *yes/no* If not, when completed? *Two summers (two institutes/sw) 1976-1977; planned for 1980 (4 institutes using YETA Funds)*

WHAT SPECIFIC TYPES OF LINKAGE WERE ESTABLISHED IN THIS AGREEMENT?

AREAS OF LINKAGE	EXAMPLES	SPECIFICS OF THIS AGREEMENT
1. Fiscal	Cooperative Budgeting	*Research and development monies of Vocational Rehabilitation funded most of the institutes; vocational education, special education, student support services; provided monies for staff, travel, planning.*
2. Personnel	Cooperative Inservice Training Established Liaison Staff	*Shared planning, implementing and evaluation, responsibilities between vocational rehabilitation, student services; also established communications chains for identifying potential students.*
3. Administrative	Interlocking Directives Formal Cooperative Agreement Uniform Policies	*Major administrative rested with vocational rehabilitation; program planning was responsibility of student services.*

WORKSHEET I - LINKAGE OVERVIEW

WVSC
UW-Madison
1-1-80

AREAS OF LINKAGE	EXAMPLES	SPECIFICS OF THIS AGREEMENT
4. Planning/Programmatic	Coordinated Outreach Unified Tracking System Joint IEP/IWRP Development	*Several planning sessions were held to cooperatively plan summer institution activities, design staffing patterns and plan and conduct inservice of staff.*
5. Communication	Joint Media Use Policies Referral Procedures	*Used existing channels of communication but also provided for own communication of ideas, etc. among sponsoring groups coordinated release of information.*
6. Monitoring	Evaluation of Linkage Agreements	*Provided by project directors (vocational rehabilitation and student services) through close contact via memos, telephone, visits to field sites.*
7. Evaluation	Evaluation of Linkage Procedures	*Evaluation was the responsibility of vocational rehabilitation in cooperation with student services. Extensive reports prepared by institute directors (vocational rehabilitation) and institute staff.*
8. Other	*Presentation by director/staff from vocational rehabilitation, student services, counselor*	*Dissemination efforts through APGA National Conference (Dallas) - State personnel and Guidance Association presentation, State newsletter, and state and local newspapers.*

WVSC
UW-Madison
1-1-80

WORKSHEET I - LINKAGE OVERVIEW

Name_____ State_____

Agency *Department of Public Instruction* Position *Special Needs Supervisor*

Since cooperation can take many forms, it is necessary to obtain an overview of linkage agreements. The objective of Worksheet I is to identify the specific types of linkages that have been established in your State.

This worksheet is to be done by each team member individually. Please think of one linkage agreement with which you are familiar, and respond to the questions. If you wish, you may use additional worksheets to describe other linkage efforts.

Name of Linkage Activity Reported: *Priorities Committee*
Participating Agencies: *Two divisions within Department of Public Instruction*
Date Initiated? *1965* Level: Regional____ State *X* Local____
Ongoing? *yes* If not, when completed? _____

WHAT SPECIFIC TYPES OF LINKAGE WERE ESTABLISHED IN THIS AGREEMENT?

AREAS OF LINKAGE	EXAMPLES	SPECIFICS OF THIS AGREEMENT
1. Fiscal	Cooperative Budgeting *yes*	*All funding sources having an element which targets handicapped youngsters has a representative on this committee. All projects funded in the state are then reviewed by this committee if they serve handicapped students.*
2. Personnel	Cooperative Inservice Training Established Liaison Staff	*As a result of committee representation the most logical source of funding is directed to meeting whatever goal has been established by a local education agency.*
3. Administrative	Interlocking Directives Formal Cooperative Agreement Uniform Policies	*Philosophy is that the Division for Handicapped Children is solely responsible for the provision of special education and supportive services. Other programs, such as vocational education, also have similar goals as a result of funding targeted to this objective.*

WORKSHEET I - LINKAGE OVERVIEW

WVSC
UW-Madison
1-1-80

AREAS OF LINKAGE	EXAMPLES	SPECIFICS OF THIS AGREEMENT
4. Planning/Programmatic	Coordinated Outreach Unified Tracking System Joint IEP/IWRP Development	*Here again, all program proposals having implications for serving handicapped youngsters are reviewed by this committee. The vocational education representative also reviews them regardless of funding service - SETS PRIORITIES FOR ALL SOURCES.*
5. Communication	Joint Media Use Policies Referral Procedures	*Monthly meetings*
6. Monitoring	Evaluation of Linkage Agreements	*Periodic self-assessment concerning viability of activities being considered.*
7. Evaluation	Evaluation of Linkage Procedures	*No formal or outside evaluation conducted. Only evaluation would be informally initiated by supervisors of those serving on the committee.*
8. Other		

WORKSHEET I - LINKAGE OVERVIEW

Name _____ State _____

Agency *Division of Rehabilitation* Position *Administrator*

Since cooperation can take many forms, it is necessary to obtain an overview of linkage agreements. The objective of Worksheet I is to identify the specific types of linkages that have been established in your State.

This worksheet is to be done by each team member individually. Please think of one linkage agreement with which you are familiar, and respond to the questions. If you wish, you may use additional worksheets to describe other linkage efforts.

Name of Linkage Activity Reported: *Cooperative Agreement Between Special Ed., Voc. Ed., and Rehab. Services*
Participating Agencies: _____
Date Initiated? *October 1979* Level: Regional *X* State *X* Local *Activities now going on*
Ongoing? _____ If not, when completed? _____

WHAT SPECIFIC TYPES OF LINKAGE WERE ESTABLISHED IN THIS AGREEMENT?

AREAS OF LINKAGE	EXAMPLES	SPECIFICS OF THIS AGREEMENT
1. Fiscal	Cooperative Budgeting	*Cooperative funding for workshops and cooperative funding for individual students.*
2. Personnel	Cooperative Inservice Training Established Liaison Staff	*1. State Office staff development and training.* *2. District office personnel training.*
3. Administrative	Interlocking Directives Formal Cooperative Agreement Uniform Policies	*All instate regions have been encouraged to implement the activities of the agreement.*

WORKSHEET I - LINKAGE OVERVIEW

WVSC
UW-Madison
1-1-80

AREAS OF LINKAGE	EXAMPLES	SPECIFICS OF THIS AGREEMENT
4. Planning/Programmatic	Coordinated Outreach Unified Tracking System Joint IEP/IWRP Development	*1. Outreach referrals are a part of the system.* *2. Team approach to services exemplifies unified tracking system.* *3. Staff meetings in reference to IEP/IWRP are continuing.*
5. Communication	Joint Media Use Policies Referral Procedures	*Joint communication through the centralized school news.*
6. Monitoring	Evaluation of Linkage Agreements	*All team members participate in evaluation linkage.*
7. Evaluation	Evaluation of Linkage Procedures	*Team members report on continuous progress of activities.*
8. Other		

WORKSHEET V

On Worksheet V, individual team members were asked to share their opinions regarding influences on linkages at the federal and local levels. They were asked to comment on several specific issues: legislation and regulations; organizational policy statements; funding; environment; interpersonal characteristics; and structural characteristics.

Ninety-four copies of Worksheet V were reviewed and a summary of the comments made by the team members was abstracted. These comments have been grouped by topic areas and then subdivided into those related to federal factors and those related to local. Within each topic, the comments which summarize facilitating and inhibiting factors at the federal level are reported first; local level factors follow.

Legislation/Regulations

Team members generally responded that federal legislation and regulations assist in establishing policies and procedures, and are helpful in coordinating services available to particular target populations. They also provide a framework for implementing programs, and offer guidelines which aid in resolving conflicts. Increased funding sources for program development and clarification of the population to be served were also noted as facilitating factors. Team members stated that federal involvement provides a means for publicity concerning efforts to serve particular populations and creates an impetus to develop linkages at the state and local level.

Participants believed there were some federal-level factors which inhibit linkages. There was a general feeling that the language used in the regulations is vague, making it difficult to clarify and understand its intent. Team members commented that there are lengthy delays in the publication of guidelines for implementing legislation and in receiving funds for program development. The consensus of the respondents was that resistance to implementing linkages can develop because of a perceived lack of staff and monies to effectively build programs. Inconsistencies in the regulations pertaining to the agencies involved in

linkage agreements frequently result in confusion. Differences in service population definitions, regulations which create overlapping services among the agencies, and problems in accurately reporting who has been served all were cited as sources of difficulty.

Comments related to the impact of legislation and regulations on the local level were similar to those made about the federal level. However, team members generally stated that regulations and legislation can sometimes inhibit linkage development on the local level. Conflict between federal laws and local needs, lack of matching funds, and turf protection can result in a lack of commitment to linkage efforts locally.

Organizational Policy Statements

Federal organizational policy statements facilitate linkages in that they provide a framework which sets out guidelines, encourages joint planning, and serves as an example of how interagency agreements should be established. Team members also believed that such statements outline the roles and responsibilities of state-level administrators and assist in developing the State Plans.

The inhibiting factors which the team members pointed out centered around the feeling that federal policy statements were vague and fragmented, the terminology used was unclear and confusing, and that some policies issued conflicted with other policies in existence. Participants felt that implementing the intent of the policy statements sometimes is unrealistic, creates more paperwork, and does not always have administrative support. Some comments from the team members reflected a feeling that the policies create guidelines which are inflexible, making cooperative agreements more difficult to establish.

In general, team members responded in a similar fashion to local as they did to federal factors. They indicated that additional inhibiting factors at the local level included the conflict between federal policies and local practices, and a lack of funds and personnel to maintain linkages. Several respondents commented that local input might be helpful in establishing federal and state policies.

Funding

Funding facilitates linkage in that it provides incentives for expanding services and acts as a catalyst for developing agreements and accountability among agencies. The participants believed that a lack of funds enhances the need for linkages and aids in their development. Such factors as set-aside monies, categorical funding, and line-item budgeting were seen as facilitating the linkage process.

Team members reported that linkages are inhibited by delays in receiving funds. This can result in program difficulties because resources are late in being distributed to the state and the amount allocated is insufficient to cover costs. Other factors mentioned were the threat of losing funds once a program is developed; the red tape involved in receiving funds; and a lack of provisions for cooperative budgeting.

While the majority of local comments were in agreement with those made about federal factors, two local level issues related to funding were mentioned. Participants cited as facilitating factors the use of several sources of monies to provide matching funds, and the use of grants as seed money. Inhibiting factors were confusion and lack of guidance regarding cooperative budgeting, and the conflicts sometimes found between mandates and clients' needs for services.

Environment (Internal Resources, External Resources)

Participants generally responded that such factors as the close proximity of staff, availability of personnel for inservice training and the sharing of staff and office space can greatly enhance the linkage process. Other facilitating factors mentioned were effective coordination and communication among cooperating agencies, technical assistance from the federal level or through private organizations, and innovative program planning.

Team members commented further on environmental resources and how they affect linkage by listing inhibiting factors. Problems with maintaining a program due to personnel turnover, lack of federal support through funding and mandates and limited communication among cooperating agencies were mentioned. Difficulties among agencies in reaching an

agreement to share resources and the extensive amount of staff time needed to implement the agreement were also cited. Finally, the team members believed that organizational restructuring on the federal level, while it may result in an improved environment for linkages, raises questions about the status of standing agreements.

Team members generally held similar views of local environmental factors as they did of federal factors. They emphasized that establishing linkages at the local school level is facilitated by the presence of centralized authority and close proximity of educational staff. However, to be fully effective, linkage efforts must include rehabilitation personnel and provide training for all participants.

Interpersonal Characteristics

Team members outlined several interpersonal factors necessary for facilitating cooperative agreements. These include a strong network of communication and coordination among agencies, mutual respect for each agency's role, good working relationships among staff, and a clear delineation of staff responsibilities. One area frequently mentioned by the team members was the role that leadership plays in facilitating linkage agreements. It was believed by the group that top administrators should provide strong leadership and set an example of the importance for cooperating by committing their time and effort to working on the linkage agreement. It was also mentioned that the leaders involved in the agreement should possess good negotiating skills and should be knowledgable of the agencies' needs.

Interpersonal factors inhibiting linkages were cited by team members. Federal agency representatives who appear unaware of issues or who are unfamiliar with the needs of local level personnel are less instrumental in encouraging linkage development. Personality conflicts, lack of interest and commitment, or lack of flexibility can also interfere with establishing cooperative agreements. In addition, a federal representative whose job priorities do not focus on linkages, whose responsibilities are unclear, and who must function within a large bureaucracy may not be as effective as he or she would like. Finally, participants noted that frequent federal staff turnover has a negative impact on established informal relationships.

Participants stated that the necessary interpersonal characteristics for effective linkages on the local level are similar to those on the federal. They noted that personal acquaintance, community and consumer input, and informal relationships play a stronger role within a community setting than on the federal or state level.

Structural Characteristics

Such factors as physical proximity and similar administrative structure are important in facilitating linkages. Team members also noted that the presence of a single administrative body responsible for coordinating activities enhances cooperation. Several participants mentioned that the newly formed Department of Education, which houses both Rehabilitation and Education, will further linkage agreements.

Team members believed that the lack of funds, differences in operational policies and priorities, and differences in administrative structures can inhibit cooperative agreements. Other issues raised were lack of leadership and protection of turf.

Commenting on the local level, respondents reiterated their views concerning structural characteristics of the federal level. In addition, they noted that the smaller size of local organizations renders linkage efforts more responsive to client concerns.

APPENDIX A

Worksheet Packet
Used During State Team Meetings

WORKSHEET I - LINKAGE OVERVIEW

Name_____ State_____

Agency_____ Position_____

Since cooperation can take many forms, it is necessary to obtain an overview of linkage agreements. The objective of Worksheet I is to identify the specific types of linkages that have been established in your State.

This worksheet is to be done by each team member individually. Please think of one linkage agreement with which you are familiar, and respond to the questions. If you wish, you may use additional worksheets to describe other linkage efforts.

Name of Linkage Activity Reported: _____
Participating Agencies: _____
Date Initiated? _____ Level: Regional____ State____ Local____
Ongoing? _____ If not, when completed? _____

WHAT SPECIFIC TYPES OF LINKAGE WERE ESTABLISHED IN THIS AGREEMENT?

AREAS OF LINKAGE	EXAMPLES	SPECIFICS OF THIS AGREEMENT
1. Fiscal	Cooperative Budgeting	
2. Personnel	Cooperative Inservice Training Established Liaison Staff	
3. Administrative	Interlocking Directives Formal Cooperative Agreement Uniform Policies	

WORKSHEET I - LINKAGE OVERVIEW

WVSC
UW-Madison
1-1-80

AREAS OF LINKAGE	EXAMPLES	SPECIFICS OF THIS AGREEMENT
4. Planning/Programmatic	Coordinated Outreach Unified Tracking System Joint IEP/IWRP Development	
5. Communication	Joint Media Use Policies Referral Procedures	
6. Monitoring	Evaluation of Linkage Agreements	
7. Evaluation	Evaluation of Linkage Procedures	
8. Other		

WORKSHEET II - LINKAGE DEVELOPMENT FACTORS

Name_____ State_____

Agency_____ Position_____

This is a two-part activity. First, please complete this exercise individually. Based on your general experience with linkages, consider the following factors and rank those that provide impetus for successful linkage development. Consider only those variables which are applicable to your State. In ranking, use the number 1 for the factor you feel is most influential.

Second, discuss your individual results and come to a group consensus using the same ranking conditions. An additional sheet has been included in the Chairperson's packet to record the team consensus.

____ Complementary Resources

____ Fiscal Conservation

____ Locality

____ Mandates

____ Mutual Needs

____ Service Accountability

____ Service Populations

____ Similar Goals

____ Other (specify)_____

WORKSHEET III - ISSUES AFFECTING LINKAGE

Name_____ State_____

Agency_____ Position_____

The first two activities identified linkages and factors that influence their initiation. The intent of Worksheet III is to obtain a more complete picture of the effect that the following issues have on ongoing linkage efforts.

Please discuss these questions as a team and determine a general consensus of your State. An additional sheet has been included in the Chairperson's packet to record the team consensus.

1. What type of administrative structure best facilitates linkage?

2. Does the type of effective administration vary depending on who is collaborating? How?

3. What staff positions in each agency are most critical for successful linkages?

4. What are the relative merits of formal and informal linkages? Under what circumstances?

5. Are there any prior coordination attempts between programs that might enhance or interfere with current linkage efforts?

6. Explain how advocacy and/or advisory groups need to be taken into account while pursuing linkage.

WORKSHEET III - ISSUES AFFECTING LINKAGE

7. What internal organization "political" issues are affected by linkage efforts?

8. Are there legislative committees whose approval is necessary to carry out linkages? What is the best way to deal with them and who is best to do it?

9. What advantages have resulted for handicapped individuals from linkage activities in your State? Please consider the areas of: 1) vocational rehabilitation, 2) special education, 3) counseling and guidance, and 4) vocational education.

10. What advantages have resulted for direct service staff from linkage activities in your State? Please consider the areas of: 1) vocational rehabilitation, 2) special education, 3) counseling and guidance, and 4) vocational education.

11. What advantages have resulted for administrative staff from linkage activities in your State? Please consider the areas of: 1) vocational rehabilitation, 2) special education, 3) counseling and guidance, and 4) vocational education.

WORKSHEET IV - LINKAGE RESULTS RATING FORM

Name_____ State_____

Agency_____ Position_____

Please complete the following section as a team. Based on your group experience review linkage efforts in your State and indicate to what degree cooperative agreements have <u>generally</u> resulted in the following:

	(Lesser Degree) 1	2	3	4	(Greater Degree) 5
a. Cost Effectiveness (benefits of cooperation outweigh costs of participating)					
b. Domain Consensus (each agency accepts that the goals and activities of the other participating agencies are appropriate for cooperation)					
c. Recruitment					
d. Admission					
e. Least Restrictive Environment/ Mainstreaming					
f. Vocational Assessment					
g. Vocational Counseling					
h. Vocational Training					
i. Job Placement					
j. Followup					
k. Program Evaluation					
l. Monitoring					
m. Prevocational Programming					
n. Vocational Programming					
o. Work Sampling					
p. On-the-job Training					
q. Curriculum Modification and Development					

WORKSHEET IV - LINKAGE RESULTS RATING FORM

	(Lesser Degree) 1	2	3	4	(Greater Degree) 5
r. Remedial and Support Services					
s. Adapting Equipment and Providing Special Aids					
t. Facility Accessibility					
u. Communication with Community					
v. Other_____					

Comments:

64

WORKSHEET V - FEDERAL AND LOCAL FACTORS AFFECTING LINKAGE

Name_____ State_____

Agency_____ Position_____

In the previous worksheets you have focused on linkages at the State level. The goal of Worksheet V is to explore your perceptions of the factors affecting linkage at the Federal and local levels.

Please complete this form individually, using experiences in your agency as a reference point.

1. FEDERAL LEVEL	FACILITATING FACTORS	INHIBITING FACTORS
a. Legislation/Regulations		
b. Organizational Policy Statements		
c. Funding		

WORKSHEET V - FEDERAL AND LOCAL FACTORS AFFECTING LINKAGE

FEDERAL LEVEL	FACILITATING FACTORS	INHIBITING FACTORS
d. Environment (Internal Resources External Resources)		
e. Interpersonal Characteristics		
f. Structural Characteristics		
g. Other		

WORKSHEET V - FEDERAL AND LOCAL FACTORS AFFECTING LINKAGE

2. LOCAL LEVEL	FACILITATING FACTORS	INHIBITING FACTORS
a. Legislation/Regulation		
b. Organizational Policy Statements		
c. Funding		
d. Environment (Internal Resources External Resources)		

WORKSHEET V - FEDERAL AND LOCAL FACTORS AFFECTING LINKAGE

LOCAL LEVEL	FACILITATING FACTORS	INHIBITING FACTORS
e. Interpersonal Characteristics		
f. Structural Characteristics		
g. Other		

Vocational Education Models for
Linking Agencies Serving the Handicapped

TECHNICAL ASSISTANCE INTEREST CHECKLIST

Survey of Linkage Activities

State_____

Team Chairperson_____

Date_____

Please complete this form only if your team would like to participate as a Model State. The three States will be selected to develop or enhance linkage models to meet the vocational education needs of handicapped students.

Technical assistance provided to the Model States during a nine month period will emphasize programming and accessibility to programs in vocational education. Technical assistance will include onsite support from project staff and funding for a part-time onsite linkage coordinator. This coordinator will assist in the areas of: 1) communication links, 2) program cooperation, and 3) process evaluation.

The Model States will be selected based on the following criteria:

A. Commitment
- expressed willingness to participate
- active involvement of high level decision makers

B. Organizational Structure of State's Service Delivery Agencies
- planning
- community needs assessment
- funding
- implementation
- monitoring
- personnel development
- review of quality and effectiveness
- evaluation of entire system

C. Status and Effectiveness of Current Interagency Linkages
- States demonstrating extensive involvement in linkages and those initiating linkage efforts will be included

D. Demographic Characteristics
- geography, size, transportation, communication, region

Please mark an x in the yes or no column on the right margin.

	YES	NO
COMMITMENT		
1. Would your State Team be interested in participating in the technical assistance phase of the USOE project, "Vocational Education Models for Linking Agencies Serving the Handicapped?"	____	____
2. Will each of the 4 agency directors send a written statement of support for participating in a linkage model?		
Vocational Education	____	____
Vocational Rehabilitation	____	____
Special Education	____	____
Counseling and Guidance	____	____
3. How many of your State's four Team members attended the State Interagency Linkage meeting? _____		
4. Was your State Team able to bring the majority of linkage documents requested?	____	____
PLANNING		
1. Does your State have existing linkages among human service agencies?	____	____
2. Are these linkages formal___ or informal___?		
3. If the answer to #1 is yes, are the linkages sequential between secondary and post-secondary programs?	____	____
4. Do secondary and post-secondary vocational education programs coordinate curricula they teach?	____	____
5. Does your State have a Task Force or Advisory Committee on Interagency Linkage?	____	____
6. When was it established? _____		
7. What agencies are represented? _____		
_____		
8. Are different levels of personnel represented on the task force?	____	____
9. Does the task force meet regularly?	____	____
How often? _____		
10. To whom are task force reports distributed? _____		
_____		
_____		

	YES	NO
11. Does one specific agency have primary responsibility for initiation and maintenance of linkage efforts?	____	____
12. If yes, which agency? _____		
13. If no, does each agency appoint a representative to serve on a coordination committee?	____	____

NEEDS ASSESSMENT

1. Has your State participated in a needs assessment to identify existing gaps or needs in services?	____	____
2. If yes, when? _____		
3. What changes, if any, resulted? _____		
_____		
_____		
4. Is there a services complaint process in existence?	____	____
5. If yes, who is responsible for monitoring this complaint process? _____		

IMPLEMENTATION OF VOCATIONAL EDUCATION SERVICES

1. Does vocational education instruction use a competency-based approach?	____	____
2. Is the spectrum of vocational education services for handicapped students provided in a sequential fashion, with formal linkages between secondary and post-secondary agencies?	____	____
3. Are relevant job performance tasks analyzed before vocational-technical instruction begins?	____	____
4. Are post-secondary schools in your State flexible in granting incoming students advanced standing and school credits for past learning experiences?	____	____
5. Is there a task force on curriculum development with representatives from both secondary and post-secondary levels?	____	____
6. Is there any unnecessary duplication of effort in the provision of vocational education services?	____	____

YES NO

7. If the answer to #6 is yes, please explain. _____

_____

8. Do vocational instructors deal directly with agency representatives (such as Vocational Rehabilitation counselors)? ____ ____

9. Is there formal career exploration provided for handicapped students? ____ ____

10. Is such career exploration provided for a broad range of occupations? ____ ____

FUNDING

1. Do funding procedures create difficulties for cooperative program development activities?

Vocational Education	____	____
Vocational Rehabilitation	____	____
Special Education	____	____
Counseling and Guidance	____	____

2. Is your agency funded categorically?

Vocational Education	____	____
Vocational Rehabilitation	____	____
Special Education	____	____
Counseling and Guidance	____	____

PERSONNEL DEVELOPMENT

1. Is there separate training in the handicapped services area required of all new employees?

Vocational Education	____	____
Vocational Rehabilitation	____	____
Special Education	____	____
Counseling and Guidance	____	____

2. Do staff members receive ongoing inservice training in the area of handicapped services?

Vocational Education	____	____
Vocational Rehabilitation	____	____
Special Education	____	____
Counseling and Guidance	____	____

YES NO

3. Do staff members receive inservice training concerning the services, policies, and procedures of other agencies?

	YES	NO
Vocational Education	____	____
Vocational Rehabilitation	____	____
Special Education	____	____
Counseling and Guidance	____	____

4. Who is responsible for inservice provision in the following agencies?
   Vocational Education_____
   Vocational Rehabilitation_____
   Special Education_____
   Counseling and Guidance_____

5. Who facilitates the inservice presentations in:
   Vocational Education?_____
   Vocational Rehabilitation?_____
   Special Education?_____
   Counseling and Guidance?_____

6. Are there certification requirements for staff serving disabled individuals?

	YES	NO
Vocational Education	____	____
Vocational Rehabilitation	____	____
Special Education	____	____
Counseling and Guidance	____	____

7. Are staff at all levels informed of interagency linkages

	YES	NO
through written reports?	____	____
Inservices?	____	____

MONITORING SERVICE DELIVERY

1. Is there a coordinated intake procedure for human service delivery agencies in your State? ____ ____

2. Do intake forms function systemwide for referral purposes? ____ ____

3. Who is responsible for intake coordination?
   Vocational Education_____
   Vocational Rehabilitation_____
   Special Education_____
   Counseling and Guidance_____

4. Are client services reviewed on a regular basis?

	YES	NO
Vocational Education	____	____
Vocational Rehabilitation	____	____
Special Education	____	____
Counseling and Guidance	____	____

YES NO

5. If yes, how often?
   Vocational Education_____
   Vocational Rehabilitation_____
   Special Education_____
   Counseling and Guidance_____

6. Are client plans (IEP, IWRP) developed by representatives of more than one agency? ____ ____

REVIEW OF QUALITY AND EFFECTIVENESS OF SERVICE DELIVERY

1. Does your State have a client tracking system? ____ ____

2. If yes, please explain_____

   _____

   _____

3. How long has your State used this system?_____

4. Is it computerized? ____ ____

5. Are there specific procedures to review quality and effectiveness of service delivery in your State? ____ ____

6. Does your agency have more potential clients than you are able to serve?

Vocational Education	____	____
Vocational Rehabilitation	____	____
Special Education	____	____
Counseling and Guidance	____	____

7. Does your State have a formal procedure to avoid or eliminate unnecessary duplication of services? ____ ____

8. If yes, please explain_____

   _____

   _____

9. If no, is such a procedure needed? ____ ____

CURRENT LINKAGE EFFORTS

1. Are there written joint linkage agreements among human service agencies in your State? ____ ____

2. Do communities have local linkage agreements? ____ ____

   If the answers to #1 and #2 are yes, please answer the following, checking both the state and local columns.

	STATE		LOCAL	
	YES	NO	YES	NO
3. Are the agreements enforced?	___	___	___	___
4. Are the agreements monitored?	___	___	___	___
5. Do these agreements define expectations of the benefits for each agency?	___	___	___	___
6. Are responsibilities clearly assigned and delineated?	___	___	___	___
7. Do agency personnel involved with implementing the agreement perceive it as beneficial?	___	___	___	___
8. Do personnel perceive it as effective?	___	___	___	___
9. Has there been a cost/benefit analysis of the linkage agreement?	___	___	___	___
10. Has there been an evaluation of the effectiveness of the agreement?	___	___	___	___
11. If yes, how was the effectiveness evaluated?_____				
_____				
_____				
12. Do you perceive a need for increased linkage efforts?	___	___	___	___

DEMOGRAPHIC CHARACTERISTICS

1. Please list any service delivery problems that are unique to your State (geographical, cultural, financial.)

APPENDIX B

Members of the Project Advisory Committee

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for the
Wisconsin Vocational Studies Center
USOE Project on
Vocational Education Models for Linking Agencies
Serving the Handicapped

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APPENDIX C

Summary of Project Advisory
Committee's Comments
from Meeting Held April 24-25, 1980

SUMMARY OF ADVISORY COMMITTEE COMMENTS ABOUT
DEVELOPING STATE AND LOCAL LINKAGE MODELS TO MEET
THE VOCATIONAL EDUCATION NEEDS OF HANDICAPPED PERSONS

A. Introduction

Members of the Advisory Committee to the project, "Vocational Education Models for Linking Agencies Serving the Handicapped" met in Madison, Wisconsin on April 24-25, 1980. During this two-day meeting, committee members were asked to share their thoughts, experiences, and opinions regarding every phase of local and state linkages. Their remarks were analyzed, and broad content categories were identified. This section of the report summarizes the group's thoughts on developing linkage systems at both the state and local level. Summaries of the group's comments on implementing linkages, technical assistance, and evaluation and monitoring are also being prepared.

B. State-Level Linkages

Three main topic areas surfaced in the analysis of the Advisory Committee's discussion of state-level linkage development. These were:

1) various patterns of leadership of the system;
2) membership or participation in the system; and
3) objectives or activities which could be performed by the linkage organization. Charts One, Two, and Three detail the Committee members' thoughts on these topics. General comments made by the committee concerning state level linkage systems follow the charts.

C. Local Linkage Concerns

Comments made by Advisory Committee members on local linkage efforts can best be summarized as they relate to the case management process through which an individual is served. These thoughts are outlined on Chart Four. Some general comments made by the committee regarding local linkage systems follow Chart Four.

Chart One

Possible Sources of Leadership Input into the State Linkage Organization

Activities and Leadership Opportunities:	Comments:
Participating in the existing linkage systems	
Develop a task force, council or committee to institute and implement linkages	Consumers, parents, advocacy group members, teachers, administrators, and others could be included, along with state agency representatives
Consider your agencies in a lead agency role	Possibly State Directors of vocational education or vocational rehabilitation
Equalize agency participation	Rotating chair could avoid turf problems
Appoint a full-time linkage coordinator	To serve as a liaison between the state linkage team and local persons, and to coordinate linkage activities
Appoint a Secretary or Assistant Secretary from Chief State School Officer's or Governor's office	Oversees state agencies and their linkage efforts, with fiscal control over each

Chart Two

Suggested Participants in the

State Linkage Effort

Core Membership:

These agencies should be included on the linkage team:

- Vocational Education
- Special Education
- Vocational Rehabilitation
- Counseling and Guidance

Additional Groups to Consider:

The representatives from these various groups could be included on the linkage team or could serve in an advisory capacity:

- CETA
- Adult Education
- Advocate Groups
- Consumers/Parents
- LEA involvement
- Broker service agencies (e.g. Easter Seals Society)

Chart Three

Suggesitons for State Linkage Activities

Activities:	Comments:
Select structure of linkage system	- Participant identification - How often to meet - Broad goals, specific objectives, and tasks - Determine utilization of resources
Communicate linkage efforts	Could publish newsletter or disseminate meeting minutes beyond state level
Identify gaps and barriers in linkage efforts	Identify areas of duplication of services
Establish joint planning agreements for linkage	
Coordinate state plans of vocational education, special education, and vocational rehabilitation	State needs to involve local practitioners for effective coordination
Review policies, set or suggest new policies, carry out policies	
Arrange for outside consultant to assist in developing objectives or evaluate linkage objectives	Written provision for review of linkage process

Chart Three

Suggestions for State Linkage Activites (continued)

Activities:	Comments:
Public education	Concerning laws, regulations, funding constraints and possibilities, importance of communication, etc
Enhance linkages at the consumer level	
Encourage co-location for effective linkage at the local and state level	Vocational rehabilitation could share facilities with education
Help LEAs use IEPs effectively to plan prevocational and vocational programs for handicapped students	
Conduct needs assessment to prioritize state and local objectives	
Study effective uses of resources	Disseminate exemplary local linkage efforts
Conduct follow-up studies of handicapped students and dropouts	Determine service gaps

General Comments

Committee members also noted that state-level linkage efforts are improved if the leadership of the system and/or the participants have decision-making authority within their respective agencies. Communication of incentives for linking, such as increased effectiveness of funds usage, was also mentioned as an important facilitator of the linkage process.

The Committee raised three issues related to state-level linkage teams' efforts to enhance local linkages. First, it was emphasized that local personnel may need more information about P.L. 94-142, the All Handicapped Children's Act, and Sections 503 and 504 of the Rehabilitation Act of 1973. It is important when conveying this information not to give them the sense that compliance is solely a matter of force. Second, the Committee felt it was necessary for the state to offer technical assistance to local personnel in establishing, funding, and evaluating their linkage efforts. The third issue raised was one of improving the use of state plans for proactive program development. Involving local individuals in the process and coordinating plans of vocational education, special education, and rehabilitation were recommended techniques to meet this goal.

Chart Four

Suggestions for Local Linkage Activities

Case Management Process	Suggested Agencies/ Persons Involved	Comments
1. Identify handicapped persons	"Case Manager"	A system of case management for each student could help prevent him or her "falling through the cracks" after high school.
	Local education agency	Given mandatory attendance laws, the school system has the major role in identifying handicapped persons ages 3-18.
	Rehabilitation	Rehabilitation counselors need to work closely with special education and vocational education to provide services to students before and at graduation. Reorganization and/or co-location may facilitate closer working relationships between education and rehabilitation. Rehabilitation assumes major burden of identification and case management for persons who are out of school.
	Parents/self	A major effort toward educating parents and handicapped individuals concerning the laws and regulations regarding handicapped persons, and the services which are available in the local area needs to be made. Parents can both identify persons needing services and advocate for the delivery of these services.
2. Prescribe needed services	Special Education Vocational Education Counseling and Guidance Rehabilitation Parents Consumer	a) Communication and coordination among those involved is of prime importance. Mutual understanding of definitions, terms, services available, and service constraints should be achieved. IEP and IWRP forms should be coordinated. b) A full range of career development activities should be available to handicapped students. Counselors should help the student consider the full range of training options, from college to workshop placements.

Case Management Process	Suggested Agencies/ Persons Involved	Comments
2. (continued) Prescribe needed services		Vocational educators should be involved in preparing the IEPs of students who are to be involved in vocational programs. Specific goals should be based on student interests, aptitudes, and assessment results. The IEP should include specific pre-vocational and vocational objectives. Special education and vocational education plans to cooperatively provide training should be detailed.
3. Provide identified services	Special Education Vocational Education Counseling and Guidance	Inservice training should be provided to insure that vocational educators and special educators can mutually develop cooperative lesson plans.
	CETA	Can provide training for handicapped students who drop out, those who leave school with inadequate vocational skills, and adults.
	Vocational Rehabilitation	Becomes case manager for students who leave high school without employable skills, as well as supplementing training of students in high school when special tools or equipment are needed.
4. Provide placement and followup	Special Education Vocational Education Counseling and Guidance Vocational Rehabilitation	Linkage system should provide means to follow students' progress during and after high school. Common terms and definitions should be developed and utilized in followup efforts.
	CETA	May provide followup training after student completes high school program.

General Comments

The Advisory Committee's comments about developing local linkage systems are summarized in the following statements:

1) Linkage agreements seem to have the most success when each agency has a clear identity, but each shares joint responsibility for the client.

2) A written local agreement should detail:
   - each agency's responsibilities under present legislation
   - how each group interfaces with the others
   - what services can be expected from each
   - how resources can most effectively be utilized, and
   - the responsibilities each agency accepts.

3) Local linkage systems should take evaluation and monitoring into account; responsibilities for checking the system's effectiveness should be planned and clearly delineated.

4) Local systems should include advocate groups and consumers.

5) Parents should be briefed about the need for linkages, as well as the goals and objectives of the system.

Three cautions were added regarding the preparation of IEPs. First that a health screening ought to be provided in each student's plan. Second, Office of Civil Rights regulations must be obeyed in preparing IEPs. A third, and very major concern was that studies have shown that the majority of vocational teachers are completely unfamiliar with the IEP process; most have never been included in such program planning.

SUMMARY OF ADVISORY COMMITTEE SUGGESTIONS FOR PUBLICIZING LINKAGE EFFORTS TO PREPARE VOCATIONAL EDUCATION SERVICES FOR HANDICAPPED PERSONS

Medium	Content	Audience
Brochures developed by state-level vocational education personnel	Vocational education services available for handicapped students	Special educators, parents, students, advocacy groups, other agencies.
TV, radio public service announcements	Toll-free telephone number and purpose of service	Public
Toll-free telephone	Vocational assessment, vocational rehabilitation, and vocational education services available for handicapped individuals in the state	Callers
1 page information sheets, headed "Did you know...?", distributed monthly, designed to be posted on bulletin boards	Services available to and for handicapped students, and information about special needs vocational education issues	Special and vocational education teachers, counselors, rehabilitation counselors, others
Information sessions	Services available at community colleges or postsecondary vocational schools	Parents, persons from referring agencies, consumers
Educational TV, cable TV seminars	Rights of and services available to handicapped individuals	Public
TV, radio public service announcements	- Advertise services available to handicapped persons - Advertise that 1981 is the International Year of the Disabled Individual	Public

Medium	Content	Audience
Training sessions led by consumer advocate groups	Needs, rights and aspirations of handicapped persons	Parents, public
Booklet developed by State Education Agency	Handicapped students' rights	Parents, other interested individuals
Legislative hearings	Views of consumer groups, advisory committees, advocacy groups, and others regarding vocational education services for handicapped individuals	Legislators, public

93

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ADVISORY COMMITTEE MEMBERS' THOUGHTS ON VARIOUS ELEMENTS OF THE IMPLEMENTATION PHASE OF INTERAGENCY LINKAGE ORGANIZATIONS

	STATE	STATE-LOCAL	LOCAL
ACTIVITIES	Resources available to improve interagency linkages could be identified. Work with the legislature to improve consistency among eligibility criteria of various agencies could be undertaken. A computerized listing of agency personnel and programs could be developed. One office could be identified as a clearing-house for information regarding vocational education services for handicapped persons.	The state could facilitate the development of a local case management system for handicapped persons, possibly based on the age of the individual. The state could publish field bulletins or policy statements to encourage the development of local linkage agreements. A manual on how to establish interagency linkages could be developed and disseminated to local personnel. Improved data collection and reporting processes could be developed to enhance linkage efforts.	The local education agency could provide space in a school building for vocational rehabilitation personnel in exchange for vocational assessment or other services.
INCENTIVES	Administrative leadership and commitment to linkages should be recognized as critical to their success. Publicity regarding the idea that sharing resources through linkage agreements can minimize difficulties caused by funding cut-backs should be increased.	Monies should be made available for cross-agency/ cross-discipline training. State money could help initiate programs at a regional or local level.	Administrative leadership and commitment to linkages should be recognized as critical to their success. Sharing resources through linkage agreements can minimize difficulties caused by funding cut-backs.
FUNDS	Consultants could be utilized in solving specific linkage problems.	The state should identify and disseminate information about innovative uses of funds and program elements which improve services to clients. Stipends could be provided to enable persons to attend linkage meetings.	Mechanisms to insure that input on training needed and funding priorities should be established.

100

FUNDS		Conferences on vocational education services for handicapped individuals could be offered on a regional or local level.	
TRAINING	The state should identify for dissemination exemplary local linkage efforts. State linkage participants could provide workshops for state-level special education, vocational education, rehabilitation, and general education personnel regarding the rights of handicapped persons, the regulations affecting each agency, and current state linkage efforts. Money and staff time should be provided for inservice training.	The state could provide training for local vocational teachers in special education and legal issues; these trainees could then return home and train local peers. The state should share information on what funding is available, how categorical funds can be used, and innovative uses of money and program elements with local administrators.	Combined cross-training sessions for mutual understanding of roles, rules, and responsibilities of vocational education, special education, counseling, and vocational rehabilitation personnel should be organized. Money and staff time should be set aside for inservice training. Parents should be included with all others who work with handicapped persons in training sessions on the I.E.P., the rights of handicapped individuals and programs available to them.
ADVISORY/ADVOCACY GROUPS	Groups can perform a strong lobbying role with the state legislature. The lobbying mechanism currently used by professional organizations can be used to help linkages. State vocational education advisory board should have a person representing handicapped persons' concerns.	State personnel should be active in communicating to groups and the public through such activities as public hearings, public service announcements, and seminars.	Advocacy group members may be helpful in establishing or monitoring Individualized Education Plans. Increased communication among members of various boards and advisory groups should be a goal of linkages. Local linkage agreements should include representation from such groups as women, minorities, and disabled persons.
IEP		A directive could be issued stating that when a vocation program is being considered for a handicapped student, a vocational teacher must be present at the IEP meeting.	Individualized Education Plan meetings should be attended by a representative of special education, vocational education, rehabilitation, counseling, regular education, and parents.

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ADVISORY COMMITTEE SUGGESTIONS FOR METHODS AND TOOLS FOR EVALUATION AND MONITORING OF THE STATE-LEVEL LINKAGE ORGANIZATION

Methods and Tools for Evaluation	Possible Content Areas	Comments
Agency self-evaluation	Analyze degree of attainment of agency goals related to interagency cooperation	Could help identify barriers to linkages
Survey conducted before and six-nine months after initiation of linkage project	Determine whether linkage agreements exist and to what extent the goals of these agreements were achieved	An aspect of the pre-/post-surveys could be to determine if there is duplication of services and whether agreements assisted in alleviating such duplication
Review of annual reports	Identify areas of commonality in the annual plans submitted by participating agencies in the linkage organization	Goals, objectives and plans of action can be coordinated among participating agencies
Checklist	Compile information about frequency of interagency meetings and individual participants' attendance	To assist in analyzing participants' commitment and effectiveness of the linkage organization
Informal evaluation	Determine effectiveness of agreement	Check on an informal basis to determine whether information is being shared
Linkage committee self-evaluation	Develop a report on linkage organization activities	Could be a report to governor or legislature with possible benefits awarded by legislature for successful linkages

Methods and Tools for Evaluation	Possible Content Areas	Comments
Third party	Evaluate development of linkage system and its activities	Could be useful to linkage committee in planning of annual goals and objectives
Evaluation of programs through civil rights mandates	State agency resource people, consumer/parents/ advocacy groups	Monitoring through 504 and Title IX mandates
Monitor due process cases	Agencies	Evaluate categories of unmet needs of students

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ADVISORY COMMITTEE SUGGESTIONS FOR EVALUATION AND MONITORING OF LOCAL-LEVEL VOCATIONAL EDUCATION SERVICES FOR HANDICAPPED PERSONS

Methods	Participants	Comments
Evaluate inservice efforts	Local education agency	Compare pre- and post-test results measuring educators' knowledge of the IEP process and of the content of P.L. 94-142 and of other pertinent legislation
Periodic review of Individualized Education Program - Individualized Written Rehabilitation Program	Parents/consumers/agencies	Evaluate number of services provided which are prescribed through the IEP-IWRP
Individualized Education Program - Individualized Written Rehabilitation Program interface	Parents/consumers/advisory councils/agencies	Check effectiveness of system by looking at the number of cross referrals
Evaluate the number of people served	Agencies	Determine population of handicapped persons and determine what percentage were served
Evaluate vocational followup data and vocational rehabilitation annual reports	Vocational education/ vocational rehabilitation	Compare local employment statistics of handicapped vocational graduates with employment statistics of general population, non-handicapped graduates, untrained handicapped persons

Methods	Participants	Comments
Cost effectiveness of programs	Agencies	Evaluate the amount of money spent to prepare students for employment and number of handicapped students employed in their area of training
Survey of program satisfaction	Consumers/parents/ employers	Receive input on satisfaction with training both at consumer level and employer level

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POSSIBLE TECHNICAL ASSISTANCE ACTIVITIES

The following chart contains suggestions made by the advisory committee concerning potential technical assistance activities. These ideas should not be considered a comprehensive list, but should be used for initial planning regarding the needs of your state in utilizing technical assistance. On-site visits, conference calls, and written reports could be used as means for communicating among model states, project staff, and consultants. Your input concerning your specific needs will determine the method or methods in which the technical assistance will be designed for your state.

Process	Possible Technical Assistance Activities
I. Develop Model	Project staff could: - research published models - provide examples of state, local, and cliented-oriented linkages - identify and facilitate communication with consultants - other
II. Perform needs assessment	Project staff could: - help develop needs assessment instruments or techniques - help utilize information already available (e.g. VEDS) - identify and facilitate communication with consultants from other states - other
III. Identify goals and objectives	Project staff could: - provide examples of goals and objectives developed in other states, and through research efforts

Process	Possible Technical Assistance Activities
III. Identify goals and objectives (cont.)	- help analyze gaps, barriers, and duplications of services in present linkage systems - facilitate coordination efforts and delineation of responsibilities - identify and facilitate communication with consultants from states with exemplary linkage systems - other
IV. Implement plans	Project staff could: - assist in planning to provide information to parent, advisory, professional, and other groups regarding State linkage project - facilitate the identification of services or materials which could be used in the linkage effort - assist in planning inservice education program - identify and facilitate communication with consultants in the specific linkage area(s) of concern - other
V. Evaluate linkage efforts	Project staff could: - assist in identifying process or product measures to be used in evaluation - provide examples of linkage evaluation techniques - assist in designing the state's specific evaluation plan - facilitate communication with consultants - other

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WISCONSIN VOCATIONAL STUDIES CENTER
UNIVERSITY OF WISCONSIN-MADISON

The Wisconsin Vocational Studies Center at the University of Wisconsin-Madison was reorganized with the support of the Wisconsin Board of Vocational, Technical, and Adult Education within the School of Education in 1971. The function of the center is to serve the State of Wisconsin in a unique way by bringing the resources of the University to bear on identified problems in the delivery of vocational and manpower programs—vocational education, technical education, adult education, career education and manpower training—to citizens of all ages in all communities of the state. The center focuses upon the delivery of services including analyses of need, target groups served, institutional organization, instructional and curriculum methodology and content, labor market needs, manpower policy, and other appropriate factors. To the extent that these goals are enchanced and the foci of problems widened to encompass regional and national concerns, the center engages in studies beyond the boundaries of the state.

MERLE E. STRONG, director
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